

Houghton Mifflin Spelling and Vocabulary Pupil Edition

Houghton Mifflin Company

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Edition - first

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| Grade Level | Fourth Grade |
| Readability Level | 4.3 Harris-Jacobsen |
| Course / Content | Spelling |
| List Price: | 37.32 |
| Wholesale Price | 27.990000000000002 |

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content Houghton Mifflin Spelling and Vocabulary –2006 is a brand new word study program that teaches spelling in a developmental sequence while building students' vocabulary with every unit. This program is based on the research of program authors Shane Templeton and Donald Bear of the University of Nevada at Reno and incorporates the research base and findings from previous spelling programs published by Houghton Mifflin. Instruction in Grades 1-6 is based on spelling patterns and principles representing every phase of spelling development from the alphabetic/letter name phase to derivational relations with Greek and Latin Roots.

Grade 1 starts at the Beginning Literacy phase with Back to School units, which review phonic elements from initial and final consonants to medial vowels. Thereafter, all basic units are built on a four-part plan. Part 1: Spelling and Phonics presents the spelling principle or pattern with Basic, Review, and Challenge words. Students learn the pattern by analyzing the word list through built-in word sorts. Word sorting, (web-based or with manipulative word cards) is the strategy used throughout the program to advance student's word study skills. The second page of Part 1 provides meaningful practice to reinforce these principles and patterns. Part 2: Spelling and Vocabulary expands students' vocabulary with word structure and reference skill activities. In Part 3: Spelling and Writing, students proofread for spelling and grammar and follow the steps of the writing process in their own writing. Additional electronic proofreading practice is found at Education Place: www.eduplace.com. Part 4: Spelling Test Practice prepares students for standardized testing situations, providing unit-specific test format practice. Real-World Vocabulary, the final page per unit, expands students' content-area vocabulary through cross-curricular topics and activities.

Each student book concludes with a Student Handbook, providing extra practice, a guide to capitalization and punctuation, spelling-meaning related word lists, a dictionary and/or a thesaurus, and handwriting models.

Student Experiences Each week students analyze word lists, sort words by spelling patterns, develop additional vocabulary words through analogies and word study strategies, work with dictionary and thesaurus skills, proofread and compose quick writes, practice responding to standardized test formats, and study content area vocabulary. Students also have options to extend these word study skills with manipulative or electronic word sorts and word building activities.

Assessment The assessment options in Houghton Mifflin Spelling and Vocabulary –2006 help teachers place students accurately, diagnose individual weaknesses, and monitor student progress throughout the year. Assessment options for weekly testing are found in the Teacher's Edition with Pretests and Posttests, in the Tests Blackline Masters booklet in standardized format, and as part of the Test Generator CD-ROM. Standardized test format practice is found in Part 4 of each Basic Unit in the

student book. The weekly Pretest/Posttest Dictation Sentences from the Teacher's Edition are also on the Audio CDs packaged with the English Language Support Booklet. Placement/diagnostic testing options include the Qualitative Spelling Inventory and cumulative tests at the end of each 6-week cycle.

Organization

Each student book is organized in a 5-day (3-day alternate) weekly plan. The weekly units are consistently reviewed every 6 weeks, building 36 weeks of instruction.

Grade 1 is developmentally organized to reflect student growth over the school year. The first three Back to School units review phonic elements (letters and sounds). Units 4-18 open with a phonics activity page and present 6 Basic Words per unit. One Challenge Word is added beginning at Unit 7. These early Grade 1 units also offer support for developing legible handwriting, scaffolded to build independence as children progress. For units 19-36, the Basic Word list grows to 10 new words per week with 2 additional Challenge Words.

Grades 1-6 follow a 6-week cycle of 5 Basic Units followed by a Review Unit. Each Basic Unit includes Review as well as Challenge Words. Each grade increases the number of words per unit. Grade 1 builds builds to 12 words per unit, Grade 2 lists 16 words, Grade 3 totals 18 words, and Grades 4-6 grow to 30 words per unit. Word lists are organized by sounds (cvc), patterns (double final consonants), and word parts (prefix). Review Units help students maintain proficiency with principles and patterns through focused, mixed, and cumulative review activities. The Student Handbook completes each book with extra practice, writer's resources, a thesaurus, spelling-meaning word list, and a dictionary.

The Teacher's Edition, Lesson Planner CD-ROM, and Overhead Transparencies/Blackline Masters help the teacher successfully teach and support each unit throughout the school year. The Teacher's Resource Book, the English Language Support Booklet and Audio CD, Word Sort Cards, Word Power: Daily Vocabulary Enrichment, and web-based activities at www.eduplace.com supply students with meaningful practice for every unit. The Test Generator CD-ROM and Tests Blackline Masters offer options for assessment throughout the year.

Grade 1 is a consumable book. Grade 2 has both a consumable and a non-consumable version.

Resource Materials

Please see gratis items

Gratis Items to be provided and under what conditions

Upon the purchase of classroom sets of HOUGHTON MIFFLIN SPELLING AND VOCABULARY Pupil Editions Houghton Mifflin will provide the following materials for each teacher at no charge for the first year of the adoption, upon request (classroom set is defined a

Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available

YES - provide information below

Two case studies (summarized below) have shown Houghton Mifflin Spelling and Vocabulary to be effective in improving student achievement.

Student Performance in Three California Districts on the Stanford 9 Spelling Test after Implementation of Houghton Mifflin Spelling and Vocabulary examines student performance on the SAT-9 over a two-year period (from 2000 to 2002) for grades 2-8 in three California districts using Houghton Mifflin Spelling and Vocabulary. The study found that each of the three California districts saw considerable increases from 2000 before the implementation of the Houghton Mifflin program to 2002, two years after its implementation, in the percentage of students performing at or above grade level on the Stanford 9 spelling test in five of the seven grade levels tested. Moreover, longitudinal analysis revealed that with longer exposure to the Houghton Mifflin program, students' performance in the three districts improved as they moved up through

the grades.

As part of the Houghton Mifflin Spelling and Vocabulary –2006 Prepublication Field Test, two week-long spelling units were field tested at grades 1, 2, and 5 in five districts. Teachers administered a pretest and posttest for each spelling unit and recorded the number of correct spelling words. Student scores were then compared for gains. Findings show that regardless of grade level and district size, students' spelling test scores improved following instruction with the Houghton Mifflin spelling materials.

Student Performance in Three California Districts on the Stanford 9 Spelling Test after Implementation of Houghton Mifflin Spelling and Vocabulary

¶ Gains in the percent of students performing at or above grade level on the Stanford 9 spelling test for each of the three California districts were sizeable, ranging from 6 to 8 points at grades 3, 5, and 6.

¶ When cohorts of students are tracked longitudinally from grade 3 (2000) to grade 5 (2002), the gains in the percent performing at or above grade level range from 7 to 10 points.

¶ When cohorts of students are tracked longitudinally from grade 5 (2000) to grade 7 (2002), the gains in the percent performing at or above grade level range from 6 to 7 points.

Houghton Mifflin Spelling and Vocabulary –2006 Prepublication Field Test

¶ Students' spelling test scores across all tested grades and districts improved following instruction with Houghton Mifflin Spelling and Vocabulary 2006.

¶ Mean posttest scores for all participating grades (1, 2, and 5) were 85% or higher.

¶ Students' mean test scores increased from 10 to 27 percentage points from pretest to posttest with the largest increases made after the second week of instruction.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: Looks of an'old school' spellign book with some extras. Activities are high level and incorporates several imprtant writing components.

Summary Form

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|-------|---|------|
| I. | Technology Component Summary | |
| II. | Reading Content Summary | |
| III. | Writing Content Summary | 1.00 |
| IV. | Grammar and Spelling Content Summary | |
| V. | Listening /Speaking / Observing Content Summary | |
| VI. | Inquiry Content Summary | |
| VII. | Technology Content Summary | 1.00 |
| VIII. | Audience: Teacher Materials Content Summary | |
| IX. | Audience : Student Materials Content Summary | 1.25 |

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| X. | Format Content Summary | 1.71 |
| XI. | Ancillary Materials Content Summary | 1.00 |

READING CONTENT

WRITING CONTENT

GRAMMAR AND SPELLING

LISTENING / SPEAKING / OBSERVING

INQUIRY

TECHNOLOGY CONTENT

AUDIENCE: TEACHER MATERIALS

STUDENT TEXT

AUDIENCE: STUDENT MATERIALS

FORMAT

ANCILLARY MATERIALS